DOCUMENT RESUME

ED 463 356 UD 034 872

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TITLE J C Nalle Elementary School, Washington, D.C. Schools on the Move: Stories of Urban Schools Engaged in Inclusive Journeys of Change.
INSTITUTION Education Development Center, Newton, MA. National Inst. for Urban School Improvement.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 2001-12-00
NOTE 19p.; For other documents from the Schools on the Move series, see ED 455 340 and UD 034 873.
CONTRACT H086C970005-98
AVAILABLE FROM Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458. Tel: 617-969-3440; Fax: 617-964-5448; e-mail: niusi@edc.org. For full text: http://www.edc.org/urban.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Schools; *Educational Change; Educational Improvement; Elementary Education; Family Programs; Family School Relationship; Instructional Leadership; *Partnerships in Education; *Poverty; *School Community Relationship; Special Education; *Urban Schools
IDENTIFIERS District of Columbia

ABSTRACT

This paper describes one urban school in the midst of change and renewal. J C Nalle Elementary School, Washington, DC, is a full-service community school that supports children and families. It is one of 85 schools with which the National Institute for Urban School Improvement is involved in partnerships for change. It is located in an impoverished neighborhood. Nalle's principal aggressively pursues a school improvement agenda that draws on the resources and talents of all school and community members. The school has a pediatric nurse, visiting registered nurse, social worker, psychologist, and parent coordinator. Health services are available to students, and health screening, education, information, and referrals are available to families. Enrichment opportunities are available to children and families (e.g., trips to the theater). Developing corporate and community partnerships is a priority. These partnerships go beyond financial support and include employee volunteerism and community enrichment activities for students. Nalle's special education students are included within the school. Teacher Assistance Teams use a proactive process to evaluate and support each child referred to special education. The paper describes the systemic change framework that helps schools like Nalle organize their work and design, implement, and monitor their plans. (SM)

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ED 463 356

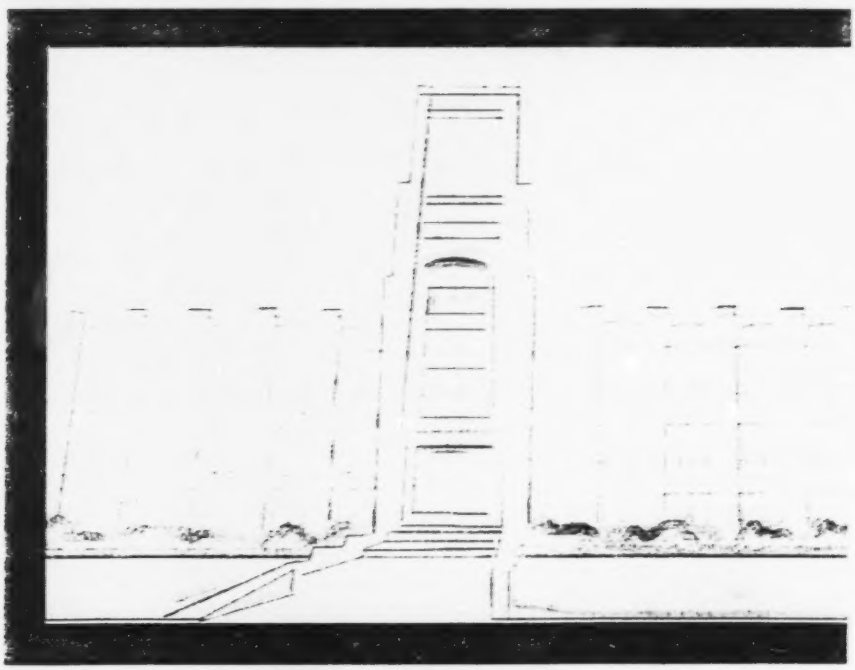
SCHOOLS ON THE MOVE:

Stories of Urban Schools Engaged in Inclusive Journeys of Change

JC Nalle Elementary School

WASHINGTON, D. C.

NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT



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The Office of Special Education Programs (OSEP), U.S. Department of Education, funds the National Institute for Urban School Improvement to facilitate the unification of current general and special education reform efforts as these are implemented in the nation's urban school districts. The National Institute's creation reflects OSEP's long-standing commitment to improving educational outcomes for all children, specifically those with disabilities, in communities challenged and enriched by the urban experience.

December 2001

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SCHOOLS ON THE MOVE:

Stories of Urban Schools Engaged in Inclusive Journeys of Change

These stories depict schools in the midst of exciting changes and renewal. Through the voices of parents, students, teachers, and administrators, these ***Schools on the Move*** are making fundamental and enduring changes in the work of schools and in the results that such changes make in the lives of children and youth. None of these schools' journeys are finished, but the work accomplished and the challenges still to be met offer inspiring lessons about what is possible. We recognize that all schools start from different points, face different challenges, and make decisions based on their local contexts. Our intention, then, is not to provide checklists of change, but rather evidence of effort in the ongoing pursuit of inclusive urban schools. Let us know what you think.

JC Nalle Elementary School

Vision: To become a learning community characterized by the commitment to excellence and the development of capable, happy, healthy, resilient children and families.

Mission: To create a quality student-centered learning environment that allows each child to perform to his or her optimum cognitive, physical, social, and emotional potential, and acquire the competencies essential to becoming a global citizen.

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JC Nalle Elementary School
A Full-Service Community School
Supporting Children and Families

It's fifth-period math in Mrs. Smith's second grade class. The afternoon sun streams in the windows. Brightly colored student art projects hang from the ceiling. Mrs. Smith is seated in the center of a circle of students. One of these students, Adolph, is listening to the word problem Mrs. Smith is reading aloud. As soon as she finishes the reading the problem, Adolph's hand flies up, and his whole body seems to strain with the excitement of an answer. The teacher calls on him, and his answer is correct. He smiles broadly in response to the teacher's praise.

Mrs. Smith reads other questions to the children, and Adolph is usually the first to raise his hand. He is clearly engaged in the lesson and is having fun too. When it is time for independent work, Adolph uses his Braille text and typing device to solve more problems. His aide, seated behind him, asks him some questions about the assignment and, apparently satisfied that he understands it, quietly observes him do the work.

Adolph was a new student at JC Nalle the year of our visit. His grandfather remembered the school's response when he first asked whether Adolph could attend the school now that he lived in the neighborhood. The principal at Nalle, Gloria Dobbins, had been emphatic in her reply: "By all means. The district will provide him with whatever he needs. He is just like any other student; he just can't see."

The school did everything it needed to do. He has two Braillers. He has Braille books and a Braille ruler. Everything. He can focus in the classroom just like the other kids.

Adolph and the school have adjusted well to each other. As we watched, he negotiated the hallways confidently, finding his own way to his classroom, the cafeteria, and the playground. He participated in class with the adaptations and supports he needed to succeed. Indeed, in many ways, a visitor to Nalle comes quickly to the conclusion that Adolph does indeed seem to fit the phrase that his grandfather keeps using: "seems just like the other kids."

Adolph's successful adjustment to his new school reflects the commitment of JC Nalle Elementary School to becoming a community school where all children can learn. The principal will tell you that JC Nalle is a work in progress. We think it is a *School on the Move*.

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Nalle Guiding Values:
We believe that all children and their families are inherently valuable; that all children can learn and experience school success.

A Monumental Effort

JC Nalle Elementary School is located in the Marshall Heights neighborhood of southeast Washington. D.C. Marshall Heights is a neighborhood like many in this area, struggling with issues of poverty and neglect. It is a part of the city that doesn't appear on the maps of the monuments that tourists use to find their way around the symbols of government and history when they visit. Instead, on this side of the Anacostia River, the outsider sees a surrounding neighborhood composed mostly of low-income housing and more than a few abandoned buildings with boarded-up windows. On first impression, the only monuments here seem to be the reminders of failed urban policy in the past, examples of urban renewal, and a decaying urban infrastructure. But for the families and students who live here, this is their neighborhood.

As with many urban schools, the exterior of Nalle may seem forbidding to some, with the metal grating covering all of the first floor windows. A metal door is locked, with a sign to ring the bell for entrance. Once inside, the atmosphere quickly changes. On the day we visited, there was a banner celebrating the achievements of two students at Nalle in a citywide competition. The students reflect the neighborhood they come from. There are between 450 and 500 students at Nalle; virtually all are African American. Some 95 percent of the students qualify for free lunch programs, and almost 90 percent come from single-parent homes. Although the student population is somewhat transient—there is an annual turnover rate of 20-25 percent—there is also a significant group of students that reflects the history of both Nalle and Marshall Heights. Many of the parents and grandparents of today's students also attended JC Nalle.

For this neighborhood, Nalle is a monument as prominent as the Lincoln Memorial, a few miles and a universe away. In this environment, Nalle Elementary has come to stand out as a symbol of the human potential that the tourists seldom visit. The school is a source of community identification and pride. In the words of one veteran teacher, Nalle is "an oasis in the darkness."

On the Move to a Community School

Gloria Dobbins is JC Nalle's principal. Since she came to the school seven years ago, Ms. Dobbins has aggressively pursued a school improvement agenda that draws on the resources and talents of all members of the school and community. By most accounts, these initiatives have been successful, and within the D.C. Public Schools (DCPS) System, JC Nalle is on the short list of schools known for their commitment to leadership, community involvement, and student achievement.

You don't talk very long with the faculty and administrators at Nalle without hearing the word "community" several times. For Principal Dobbins, Nalle is a "catalyst for the community," which means that the school serves more than just the students who attend. For the Marshall Heights neighborhood, Nalle has become, in many ways, a "full-service community center."

A school may have the most outstanding teachers and instructional programs; however, if there are children who come to school hungry, tired, or ill, or who have no support from home, these children need more than just educational support. We know that we must do whatever it takes to provide our students with the tools they need to succeed, whatever those tools may be.

—Gloria Dobbins, principal

The educators at Nalle are working to create a learning community where "the students are learning, the parents are learning, the teachers are learning, the principal is learning, everyone is learning." Dobbins adds that her vision of a community school is a place where:

> We lend support to the families and children at JC Nalle because we understand that without our support, the children and their families may not reach their full potential.

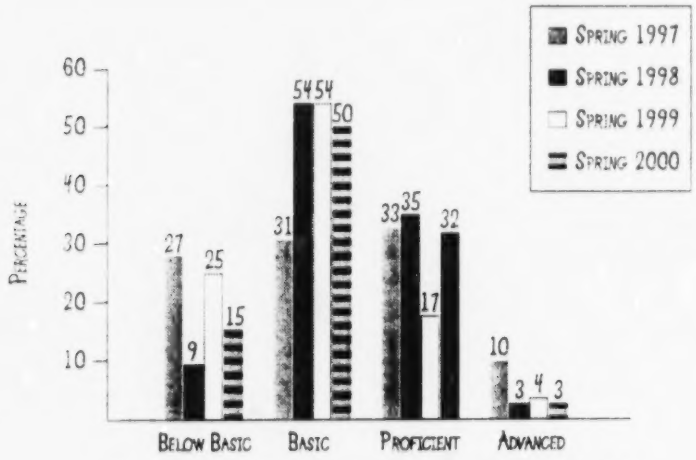
Some examples of how Nalle Elementary functions as a community support resource were readily apparent in the school's commitment to family health and education. During our visit, we visited the school's health suite, staffed by a full-time pediatric nurse and a half-time RN. Health services were available to students, and health screening, education, information and referrals were available to family members. The pediatric nurse, Colleen Deflorimonte, told us:

> This month is our blood pressure month, so we have workshops for the parents. They can come and have their blood pressure taken. Because we understand that if families are healthy, and they know about health and wellness, then that knowledge transfers to the children.

The school has a social worker and a psychologist who provide child and family support services (funded through the community partnership with the Freddie Mac Foundation, described on page 6). In addition, Nalle provides a person in the role of a "parent coordinator," who is charged with developing informational workshops for parents. Because there are many grandparents serving as the primary caregivers for Nalle students, the coordinator has created a support group for them, meeting once a month to share experiences and issues.

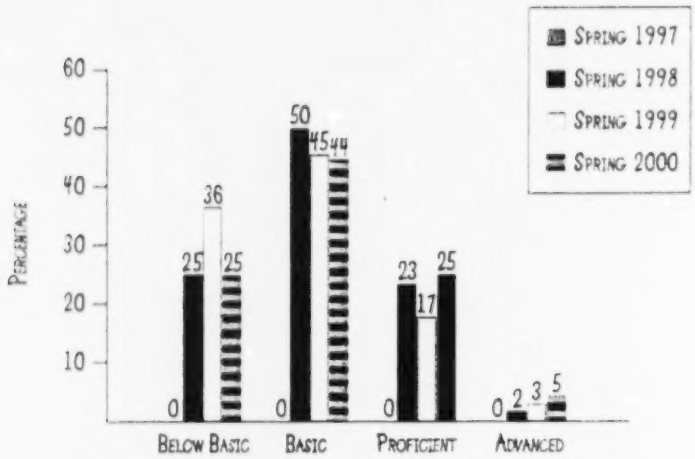
The Nalle Community School provides enrichment opportunities for children and families. On the day of our visit, students were traveling to the Folger Theatre to learn more about Shakespeare and live theater (there is a Shakespeare room at the schools that documents the past productions of Shakespearean plays that classes at Nalle have put on). Moreover, the family field trips are often scheduled on the weekend to encourage family participation. In the past, the school has also served as a site for adult education classes. All of these are practical ways that Nalle tries to be a resource for the entire community.

Students at JC Nalle take the Stanford Achievement Test, Ninth Edition (SAT9). Student outcomes are measured in four performance categories: *Below Basic, Basic, Proficient,* and *Advanced.* The results of this test are used to help identify the goals or targets for each building in DCPS. Nalle currently has a high concentration of students that fall within the *Basic* category for reading and mathematics. Their focus for improvement is to increase the numbers of students who score in the *Proficient* and *Advanced* level. In the spring of 1999, 25 percent of Nalle students performed at the *Below Basic* level and 54 percent scored at the *Basic* level on the SAT9 in reading. By the spring of 2000, the number of students scoring at the *Below Basic* level had dropped to 15 percent in reading; the percentage scoring at the *Proficient* level increased from 17 percent in 1999 to 32 percent in 2000 (see Figure 1). The results for students on the math section of the SAT9 are similar (see Figure 2). The attendance rate for the 1999–2000 school year was 91.6 percent, and the promotion rate for the same year was about 98 percent.



Nalle ES: Four-Year Performance Trend on SAT9 "Reading" Assessment for General Student Population

Figure 1



Nalle ES: Four-Year Performance Trend on SAT9 "Mathematics" Assessment for General Student Population

Figure 2

On the Move to Community Partnerships

The faculty and staff at Nalle seemed proud of the school's partnership with other community members to meet the needs of children and families. Developing corporate and community partnerships is a priority, and this strategy is paying off. Each year, the church across the street from the school provides backpacks and coats for students who need them. Church and other community members participate in landscaping and beautification projects at the school. This partnership is reciprocal and benefits all concerned. For example, it used to be that the church baseball team had to travel a long distance to access practice facilities. Now they may use the Nalle field for their practices.

The Marshall Heights Economic Development Organization has helped Nalle identify and access business partnerships. This neighborhood economic development organization helped Nalle build a partnership with the Bank of America, which has been very beneficial for the school. Just a few days before our visit, some 250 volunteers from Bank of America spent a weekend beautifying the school grounds, cleaning, painting, and installing new playground equipment. Mrs. Dobbins describes the event in this way:

> Once a year, Bank of America recognizes outstanding volunteers by bringing them together in a selected city to complete a service project. This year, volunteers came to Washington, D. C. to beautify the grounds of JC Nalle. Even the president of Bank of America was working hand in hand with the volunteers from across the nation to make a better environment for our community. The results were astounding.

Perhaps the most dramatic example of a successful community partnership is the relationship between Nalle Elementary and the Freddie Mac Foundation. Dr. Rajendra Sharma, a member of the Nalle faculty, observes:

> The Freddie Mac Foundation has provided the school with 1.4 million dollars over three years to support its development as a community school. This support has enabled Nalle to hire additional staff, such as a social worker and psychologist. The Freddie Mac grant funds an after-school program each day from 3:15 to 6:00 pm. Through the extended-day program, students can get tutoring in math and reading as well as help doing homework. Students can learn computer skills, including Internet use and Web page design. Activities such as games and dances are available on Friday afternoons. The foundation provides school supplies for all students who need them.

The Freddie Mac partnership goes beyond a financial relationship. The foundation's CEO, Maxine Baker, has visited the school several times during the past year. Freddie Mac employees volunteer as mentors and pen pals for Nalle students. Mrs. Dobbins explains:

> We have a mentoring program on Saturdays. There are 28 children who participate regularly.

The foundation funds community enrichment activities for students that they may attend with their mentors. Tia and Tianna, fifth graders at Nalle, eagerly gave examples:

> We go on trips and socialize with our mentors. We went to George Washington's home at Mount Vernon, to the National Airport, and to the Children's Museum. We went to Channel 4 and learned to make videos and learned about how they do the news and stuff.

The activities extend into the summer. During our visit, at the end of the school year, Tia and Tianna were looking forward to attending a summer camp in Massachusetts, funded by Freddie Mac.

Ms. Dobbins told a story about the year that Maya Angelou was a special guest invited to the school's Diversity Day by Ms. Baker:

> Freddie Mac made all of the arrangements for her visit. It was moving to see the children so excited. Maya Angelou spoke and challenged the children to make poetry a part of their lives. Afterward, children began learning poetry with vigor and enthusiasm. We recorded some of the children reciting poetry as a gift for Maya Angelou and sent the videotape to her for her birthday. She telephoned Maxine Baker to say it was the best present she had ever received.

The playground contains a variety of climbing and play equipment. There are colorful murals on the walls of the school, depicting a typical Main Street with houses and shops. There are painted nature scenes and exotic, fanciful animals. The vibrancy of this outdoor play area reflects the energy and variety of things going on inside the school.

On the Move toward Inclusion

Approximately 10 percent of Nalle students (46 students) are identified as requiring special education services. Ms. Dobbins explained that inclusion of students with disabilities is a district-wide policy in the District of Columbia:

> My understanding is that for years we should have had a more inclusive policy. I am pleased that we are doing now what we should have been doing. We started by assigning all special needs students to regular education classrooms. We found that some of the students do extremely well. In these cases, the special education teacher serves as a consultant. However, for the students who need additional assistance to remain in the classroom, special education teachers/ educational aides go into the classroom to assist the students.

Nalle continues to use a resource-room strategy for some students who have significant learning problems. The principal recalls:

> I was in one classroom, and I remember one little boy who was taking a spelling test. He just wrote "ggffgfg" and similar strings of letters for the other words. He had no phonemic awareness. So I determined that we needed to look at the current system of inclusion differently. There are some children who do not have the fundamentals of reading, and having assistance in the classroom is not enough.

You can see the benefits of the partnership with Freddie Mac in every corner of the school.

—Dr. Sharma, JC Nalle

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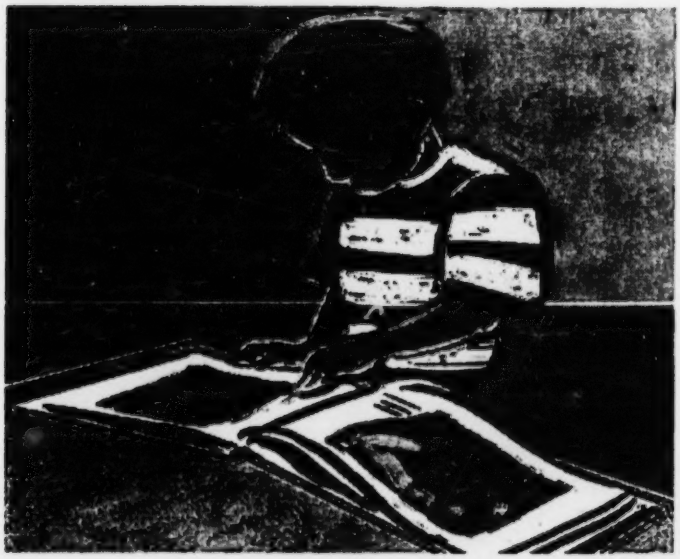


We approach this [planning support for students with disabilities] *like anything else. At the end of the school year, we look at our children and their achievements, we look at their needs, and then we determine what we are going to do for them next year, whether it's support in reading resource or the extended day. We do this for all children.*

—Gloria Dobbins, principal

I see our full-service community school as the place where we can really centralize everything. Sometimes when parents of children with special needs come to the Teacher Assistance Team, we have been able to realize that parents need more than educational assistance; they need social support. Sometimes children need eyeglasses, and we have been able to provide them with a place to get their eyes checked and even funds to purchase glasses for them. Some families are in crisis.

As with most schools, the move to more inclusive approaches has not been without its critics. Some of the strongest teachers at Nalle were skeptical of the changes that seemed to be required by inclusion. Mrs. Jones, for example, has been a teacher in the D. C. schools for 31 years and has taught at Nalle for 27 of them. She willingly described her response when she learned that JC Nalle would begin fully including some students with disabilities. Her own words capture her experience better than our summary could:

I was taken aback. I just did not want to hear anything about that. I told Mrs. Dobbins that these kids were tested and identified so that they could get special help, and now you are going to include them back? I just could not see it.

When I heard they were going to be included, I went to the [faculty] meeting and I stood up and made a speech . . . I was very sincere about them staying in the resource room because I had seen boys and girls go into the resource room and come out feeling better about themselves and learning.

One little girl would come to me every day and ask me, "Mrs. Jones, when am I going to my special education class? I would say, "This is your class. You are going to stay here with me." Then she stopped asking. Then she would ask, "Are you going to teach me a sound today?" You see, someone had told her that if she knew her sounds, she would be able to read. You know that little girl learned how to read.

—Ms. Jones, first grade teacher

Well, I was sincere, but I was sincerely wrong. Because when the boys and girls came into the classroom and began to be included, I could see them growing, and I could see them raise their hands and participate. It was so fun.

I would encourage those teachers [who want to include students with disabilities] to go ahead and get the kids involved and know that you have to make some adjustments. It's not like you can just go ahead as if they aren't there; you have to make some adjustments. But they aren't big adjustments.

Ms. Jones described some of the accommodations and modifications to both instruction and curriculum that she has made in her classroom: a shorter list of spelling words, more individual emphasis on phonemic awareness and decoding, use of classmates for peer support, and some continued pull-out during one period of the day for intensive help with math skills in a resource room.

Another source of support is an after-school extended day program. Here, students who need extra time and help with their homework can receive it. From Mrs. Jones's perspective, this "helps build their confidence and motivates them to want to be in the learning arena with the rest of the children."

Building Leadership Teams

The school improvement initiative at Nalle Elementary—inclusion; community partnership; ongoing professional development; specific programs for improved literacy, behavior, and social skills—relies on the participation and energy of faculty, staff, parents, and community members. There are more than 20 standing committees and ad hoc working groups coordinating the school improvement programs within the school. Parent participation in the PTA and various building leadership teams has been steadily increasing. All of this needs coordination and direction so that planning time is preserved and committees are as efficient and focused as possible.

Dr. Sharma observes that when he came to the school a few years ago:

> Everybody was working very hard, but they were not working as efficiently as they could be. There were nearly 36 different meetings held each month that the principal was expected to attend. Everybody was involved in everything. So much information was either redundant or lost.

In response to this situation, the school's committees were restructured and consolidated. Committees were organized around a small number of major emphasis areas for the school: school governance, teaching and learning, parents and community, student support programs, and school climate. Each major focus area had its own chairperson and included five or six sub-committees.

Parent participation is also seen as an essential part of Nalle's efforts at building leadership teams for all areas of school improvement. Bobby Pugh's story provides an example of how parents have contributed to Nalle's continued growth and improvement over the last few years. At the time of our visit, Mr. Pugh's daughter was in the fifth grade at Nalle. His story is also an important chapter in Nalle's journey of change over the last few years. It is a wonderful example of how schools can foster leadership development among families as well as staff.

While always a concerned and involved parent, Mr. Pugh described his early support for the school as simply helping supervise on the playground in the morning until it was time for the children to line up for school. His help did not go unnoticed. When the school had an opportunity to refurbish its grounds and obtain new playground equipment (with financial help again from the Freddie Mac Foundation), the faculty approached Mr. Pugh to coordinate the project. He told us what happened after that:

> They said, "We want to get this playground built up, and we know that you want to see the playground work, so would you volunteer to head the committee on getting tools and stuff?" And I said, "OK, I don't mind doing that." Then after I got involved with it I said to myself, How will I start? because I never did nothing like this, you know. Sitting down and trying to create something, I never did that before. So, I went to my wife and said, I don't know what I'm going to do, I never did this before. I'm not too much for being with a crowd of people and saying, "OK let's do this, this way." She said, "OK, let's pray on it, and it'll work." So, I prayed on it and I said, Well, I'm gonna get it started.
>
> So the first thing that came across my mind was, Ok, I'll talk to one of the teachers and get some flyers made, and let the students take them home, and give them to their parents. Would they be willing to donate tools and stuff so we can get the project started? So, somehow I went around and tools started coming in, shovels and everything, and

I've sat on the school improvement team and the school board. I just do my best to support the school. Because if my children are involved in something, I try to be there for them 100 percent.

—Rydell Smith, grandfather

then my mind really started working. I knew a gentleman who owned his own landscaping company, so he had a few Bobcats [small front loaders]. I called him and he said, "You let me know when you're ready, and I'll come on in there." So, I really was surprised that I got all this work done, you know, people bringing tools in. Then, I went down to the shopping center where there was a Popeye's, liquor store, the grocery store, and so on. They donated work gloves and everything.

I looked around, and we had close to around 200 types of equipment to work with, tools and stuff. The project just really came on. They said, "Mr. Pugh, you don't really have to work, we're gonna give you the yellow shirt, and you're gonna supervise the crew." But knowing me, I had to get involved. I couldn't just stand around. That day was really a big day. We had close to 300 volunteers and parents. Everybody came in, and we had a really busy crew. The parents really got involved, and Popeye's, McDonald's, all of them donated food. We had water, fruit, everything. Everything was really going on.

Since that project, Mr. Pugh's leadership has continued to grow. Moreover, he reported that family–school linkages seemed to grow stronger in general as Nalle began to develop more innovative educational and recreational programs. Once involved in one activity or another at the school, parent participation would expand into activities of school governance.

> Things were changing. They were bringing all these programs in here. That impressed me.

Rydell Smith, the grandfather who approached Ms. Dobbins about the possibility of having his grandson Adolph included at Nalle, had similar praise for Nalle's efforts at family partnerships. He stated that his involvement has been encouraged "from day one."

Summing It All Up

Principal Dobbins, the faculty, and staff, the families, and the students all mentioned areas where they hoped to see much more attention and growth. Still, the energy we felt left us convinced that any lack of success in these areas would not be for a lack of effort and enthusiasm by the Nalle community. There is a vision emerging at Nalle of where they want to be at the end of their journey. When we asked Principal Dobbins what Nalle would look like if she could pass a magic wand over the school and make it fit that vision, she summarized the message that everyone we met on our visit had given us in one way or another:

> When you enter the school, there would be a sign that reads, "Welcome. We love you. Come into this exciting place and you will learn, and you will love learning, and you will always want to learn."... It would be a place where everyone works together to help one another to learn

and to achieve. The community would feel welcome and become a part of the learning community. Activities would take place all the time. It would be just a wonderful place to be. Children and staff would awaken in the morning saying, "Oh, wow. I'm going to have an exciting day today!" Always a lot of excitement! The school would be alive! Even without the wand, I can see the vision beginning to take shape.

Epilogue

Successful and sustainable change is more likely to happen in schools where everyone shares a common vision and goals and where all contribute their individual talents and enthusiasm to the change efforts of the community. It is clear from this story that JC Nalle is such a school and that the work of its teachers, administrators, students, families, and community results in accomplishments that are supported and encouraged by the district administration.

JC Nalle is one of 85 schools with which the National Institute for Urban School Improvement is involved in partnerships for change. The particular focus of the work in each of the schools is unique and depends on each school's history, goals, and culture. Regardless of the focus, however, each school works within a multi-layered and complex system. We have found it helpful, as we work across schools, to use a map, the Systemic Change Framework, to help us organize our work and to help the schools design, implement, and monitor their own plans and work for change.

The Systemic Change Framework visually represents the varying levels of effort that combine to effect students' achievement and learning. The four levels of the framework are interconnected by the lines between them that represent the communication systems among families, school, and district personnel that are necessary for ongoing improvement and change. What occurs at the district level affects the school level, which in turn affects student learning. When all levels are in sync, then the result is a healthy system that can better support student learning.

The figure illustrates the parts of the framework that JC Nalle faculty and families have been addressing. The highlighted cells graphically represent the work recounted in this story and obvious to us during our visit.

For instance, at the **Professional Effort** level, JC Nalle has focused on Family Participation in Teaching and Learning, Learning Assessment, Teaching Design and Practices, and Group Practice and Professional Development. The faculty and staff's commitment to student and family enrichment activities and TATs overlap into all of these areas.

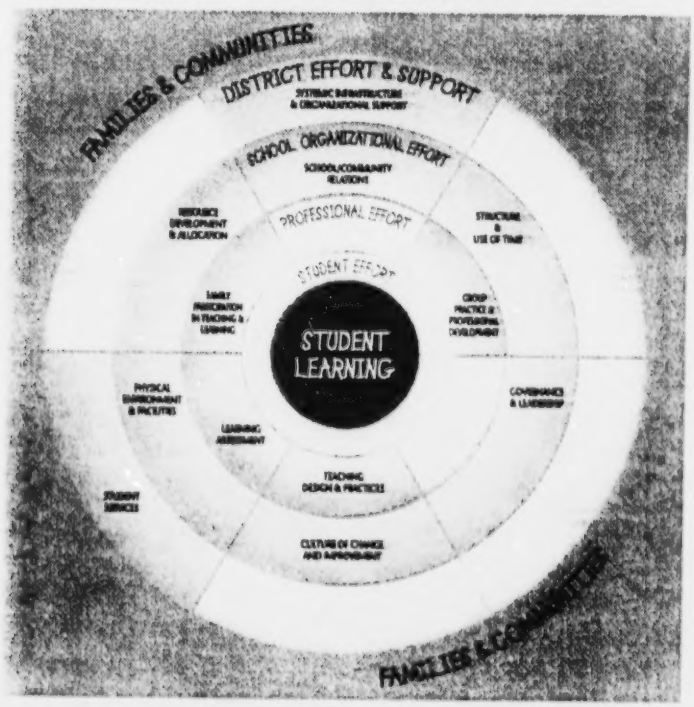
At the **School Organizational Effort** level, JC Nalle has made tremendous strides. In the areas of Resource Development and Allocation, as well as Structure and Use of Time, the school's efforts are evidenced by its Saturday and extended-day programs, health screening, and health services. Parents, community members, and corporations all worked to improve

the Physical Environment and Facilities, beginning with the playground. These partnerships also indicate the strength of the School/Community Relations. The numerous ad-hoc committees, active PTA, and Building Leadership Teams are all part of the school's efforts to promote strong Governance and Leadership. JC Nalle's commitment to including students with disabilities highlights the Culture of Change and Improvement cultivated by the administration, faculty, staff, and families.

Finally, at the **District Effort and Support** level, the Systemic Infrastructure and Organizational Support has allowed JC Nalle to commit to effective leadership, community involvement, and improved student achievement. Support for the school's efforts to provide expanded Student Services is also evident.

Of course, it's **Student Learning and Student Effort** that result, and JC Nalle's commitment to all its students is evident throughout. It is truly a *School on the Move*.

SYSTEMIC CHANGE FRAMEWORK



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About Freddie Mac

Freddie Mac is a stockholder owned corporation chartered by Congress in 1970 to create a continual flow of funds to mortgage lenders in support of home ownership and rental housing. Freddie Mac purchases mortgages from lenders and packages them into securities that are sold to investors. Since its inception in 1970, Freddie Mac has financed homes for nearly 26 million families—a number equal to one of every six homes in America.

The Freddie Mac Foundation began in 1990 as the volunteer arm of the Corporation, focusing its efforts and activities on the Washington, D. C., area. JC Nalle is part of the foundation's work to support community schools. In addition to providing resources for special projects at Nalle, the foundation also coordinates individual volunteer activities by Freddie Mac employees who want to spend time at Nalle or other local sites.

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